DOCUMENT RESUME

ED 407 767 EC 305 485

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TITLE	Job Development and Placement.
INSTITUTION	Pittsburgh Univ., Pa. Dept. of Rehabilitation Science and Technology.
SPONS AGENCY	Rehabilitation Services Administration (ED), Washington, DC.
PUB DATE	96
NOTE	41p.; Section 10.7 of "Clinical Internship Training Program in Psychiatric Vocational Rehabilitation"; see EC 305 482.
PUB TYPE	Guides - Non-Classroom (055) -- Reports - General (140)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	*Career Planning; Employer Attitudes; Interviews; *Job Development; *Job Performance; *Job Placement; *Mental Disorders; Performance Based Assessment; *Vocational Evaluation; Vocational Rehabilitation
IDENTIFIERS	*Functional Assessment; Psychiatric Rehabilitation

ABSTRACT

This report discusses the job development and job placement in vocational rehabilitation programs for individuals with psychiatric disabilities. An introduction reviews the job placement problems of individuals with mental illness and the different views of the mental health workers' role as advocates. Further topics address: (1) the three different perspectives on the job placement process (client centered, employer centered, and system oriented factors); (2) specific problems of job placement (illustrated by examples of employer complaints); (3) premises regarding placement; (4) the development and implementation of the placement plan; (5) rehabilitation and mental health personnel perspectives on job placement; and (6) the evaluation of job readiness through functional assessment. The importance of collecting data on the job environment in which the client is going to function in determining job readiness is stressed. A table that shows how on-the-job-training works for the employer and the worker is included. Different exercises relating to job placement are attached, including a role-play exercise that involves practicing the marketing of a client to an employer and an interview exercise that provides effective and ineffective responses to hypothetical employer questions. Summary sheets of the information are provided for a slide presentation. (CR)

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JOB DEVELOPMENT AND PLACEMENT

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JOB DEVELOPMENT AND PLACEMENT

Joseph Marrone, M.Ed.

Job placement and job development are the parts of the rehabilitation process that involve getting people to work and getting them to stay on the job, a particular concern with persons having a psychiatric disability. On one hand, job placement is something to which everyone can relate because everyone has some of his or her own experiences in this area. On the other hand, there is very little magic in this topic. Job development and placement involve a lot of hard work. You hear many experts discuss the same general principles, but when you try to put these principles into practice it still seems hard. With time it may get easier, but it might not stay easy. The focus of this section is on the job placement problems of persons with long term mental illness.

A number of issues arise as special problems with job placement in general, but especially with persons having a psychiatric disability. For example, "How do I know when someone is job ready?" What happens if I am in charge of job placement and I am told that the client is job ready, but I have doubts? What is the specific information concerning social security that might help clients in terms of returning to work? Finally, there is the issue of self-control. This might be called the "Lizzie Borden Syndrome." People are not worried about hallucinations or medication compliance issues with persons with psychiatric disabilities. Instead people worry, "Is this person one of those crazy people who's going to take an ax or shoot someone?" No one, or very few people certainly, explicity says this, but you can often sense their fear.

Effective placement has very few magical techniques or answers. It is a

lot of hard work, trial and error, and hypothesis testing. To do effective placement you must focus on the principles behind the activities. Basically, this section introduces these concepts and focuses on answers to specific questions.

There are differing views of the mental health worker's role as an advocate. Some people say, "Isn't it good that the counselor was that involved in advocating for his or her client?" Others might say, "This rehabilitation counselor's crazy! Where did she get the idea of computer programming?" Part of this conflict of ideas has to do with systems and bureaucracies. There are also some underlying reasons why the mental health system's view of clients and their placement differs from that of the vocational rehabilitation system's view, and it is important to understand these reasons. The Resource Manual includes articles in which these issues are addressed. While there are service issues and premises regarding job placement which are important to review, a counselor's values are also an influential factor. It is necessary to be clear about the counselor's values regarding job placement especially with persons who have psychiatric disabilities. S.1

PERSPECTIVES ON THE JOB PLACEMENT PROCESS

Three different perspectives on the job placement process will be covered in the following discussion: client centered, employer centered, and system oriented factors. The client centered aspects of job placement include the teaching of job seeking skills and the operation of job clubs. Also of concern is what you teach a client to say about him or herself -- the issue of passing. Olshansky's article in the Resource Manual discusses passing. If the client is not going to pass, how do you explain the psychiatric disability in

ways that an employer can tolerate? How do you provide support to the client and the family concerning this very stressful issue? And, how do you use follow-up as a strategy for prevention, as well as for crisis intervention?

In examining the employer centered point of view, the counselor begins to think about advocacy. In essence, changes in employer attitudes through advocacy lead to an environmental modification for clients with long term mental illness. Marketing is another employer centered aspect of job placement. Every vocational rehabilitation agency in the country is involved in marketing. Table 1 lists some basic marketing strategies. On-the-job training (Table 2) and targeted job tax credits are also employer centered issues. Another issue is how to deal with employers who say, "I want to hire a handicapped person. Get me somebody in a wheelchair. I don't want one of those crazy people." Addressing this might involve talking to the employer regarding concerns about a specific client as opposed to marketing agency services too broadly.

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Table 2

On-the-Job Training Works for the Employer and the Agency

You Get:

- A pre-screened, motivated, skilled worker trained to your own specifications
- Payment for your company's services as a trainer
- Targeted job tax credit from the time the VR payment ends
- Back-up and support services from VR at your request

The Worker Gets:

- A skill
- A job
- A salary

Who Would You Consider For OJT?

If one of our clients is not as fully qualified for a job in your company as other applicants, yet you do believe he or she can learn the skills required on the work site, you may want to consider entering into an OJT arrangement with us.

How Does It Work?

Once you have identified the job in your company and a client of ours suitable for OJT, the rest is simple. You would sit down with one of our staff and the client to agree on what skills need to be taught, who will do the teaching, how it will be done, the amount of time needed for the training (usually less than 6 months), and minimum acceptable standards of performance which will signify successful completion of the training.

You and the VR staff member will also arrange a mutually acceptable payment (in an amount up to a maximum of $22.00 per day over the length of the training) for your company's services.

What Is Your Commitment?

- Provide the training as agreed upon
- Maintain a good faith effort to retain the trainee as a regular employee provided that he or she performs at the level specified in the training agreement.

System or environmental issues might involve the financial incentives under Social Security called 1619A and B or Social Security rules for Impairment Related Work Expenses (IRWE). The essential question is how can clients continue their benefits?

Effective job placement begins with a placement plan for a client that specifically deals with who is doing it, when is it being done, and how is it being done. When counselors set up a plan that describes placement, measurable performance criteria is the section that is often omitted. When you get to placement, the goals tend to be fairly clear, "I want to get a job as a _____." What is almost always neglected, however, is who is responsible for that specific activity. Getting the job is not an activity, it is an outcome. Everybody, whether overtly or covertly, always thinks somebody else is doing it. The client comes in and says, "I thought that was your job." VR counselors have the standard rap, "I can't get you a job. You have to get a job yourself. I can only help." So, in terms of the placement plan, mutual responsibilities are an issue. Transitional employment and supported work will be discussed as a system modification especially useful for placement of persons having psychiatric disability. Where do these techniques fit in terms of the total placement concept?

It is important to keep in mind that we are dealing with clients who have a lot of problems, sometimes the least of which is their disability. These problems may be related to social, economic, or political issues. Billie Holiday said, "You got to have a little love in your life and a little food in your stomach before listening to any damned fool's sermon about how to behave." When we talk about motivation and follow through, we need to remember this idea as a context. Persons who are in human service agencies need to be

aware of the full scope of these issues when they think about job placement.

SOME SPECIFIC PROBLEMS OF JOB PLACEMENT

Problem: "My clients with psychiatric disabilities complain that the plans are too slow for them. They don't want to go through the evaluation. They want to get out on a job. Then you don't hear from them for 3 months. Next, you find out that they lost a job."

This is a frequent scenario. A client is frustrated and impatient, so he or she goes out and gets a job, only to lose it in a couple of months. Then he or she calls you up. What comes to mind? Do you say, in your head, "I told him so," or "I wish she hadn't done that"? Or do you say, "Gee, that's good, he worked for three months"? What is your gut reaction? The client has a right to be impatient, and you, too, are impatient because you couldn't help him or her more. What are you calling job readiness? Is job readiness when the client thinks he or she is ready? The counselor might not agree.

Problem: "I've been having problems when I work with a client toward a specific goal. That is, I have to amend the goal several times in the course of my work with the person because of crises or because of a number of other factors that come up. For example, I am now working with a client who has manic depression. We started out with the goal of training because she had all the background necessary to get into a clerical training program. She stayed in the clerical training program at OIC for about 3 months and then she began to have family problems. She lost her public assistance. She has one child and she had babysitting problems. There was nobody else; so she had to drop out. Because of the fact she was in crisis, she was then referred back to her therapist for a period of 2 or 3 months. When she came back to me again, we had to start all over. At that particular point she was not interested in going back to training, feeling it was too stressful. We also felt that she could not go back, so we tried an on-the-job training slot."

This scenario presents the issue of the cyclical nature of the disability. What you have to deal with is the fact that you have a plan going, a crisis occurs, and then you start back at square one. That's tough, but it is one of the key characteristics of a psychiatric disability.

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Problem: "Sometimes I have difficulty in terms of selling or marketing the client because of the questions I get regarding the disability. It is easy to get into limitations in terms of physical disability, but not with psychiatric problems."

One of the things we advertise to employers is that we have all this information about our clients, and then, all of a sudden, we become reluctant to disclose some of that information. In this case you are not only in a bind about societal expectations, but also about what your own agency is marketing.

Problem: "I feel that if a client gets a job on his or her own, even if he or she only holds it for 3 months, it says a lot about the client. Whether or not the job was realistic and whether or not the client was complying with a treatment plan can eventually be used in working with the client if he or she comes back to the agency. I think it is a good sign that a client has the where-with-all and the self-esteem, a feeling of self-worth, so he or she can go out and find employment, whether it is realistic or not."

It is fine to say that the way you learn things is to try them, but how do you minimize the disruption of 35 failures? It is one thing to say look what you have learned, but it is still very hard on the ego. Trying shows real strength. The problem is how do you keep that motivation, how do you keep that ego strength?

PREMISES REGARDING PLACEMENT

The premises about placement described in Table 3 relate to a value system, not just to techniques or skills. S.6

Table 3

Premises Regarding Placement

- System vs. individual placement skills
- Interviews generate job offers (1 in 7)
- Myth of the ideal worker
- Advocacy as environmental modification
- Persons with chronic mental illness want to and can work
- Vocational choice as hypothesis testing:
  - Situation specific assessment data
  - Information gathering
  - Not only one correct choice
- Employer relations are a means not an end
- Action + Words = Values

System vs. individual skills. Job placement is much more a function of the system than of individual skills. Simply put, this means that people get jobs based on getting to where jobs are as quickly as possible. In other words, the quicker the client gets to the job openings and the more job openings for which he or she applies, the better the chances of success. There is a much higher degree of success using this strategy than there is in simply learning good job seeking skills. This does not mean that job seeking skills are unimportant. This does not mean that marketing is unimportant. It means that, in terms of designing a system both for your clients and your agency, you need to focus on what is most important. If you had only two clients, you could go out and pound the pavement. When you are talking about a system for yourself, you need to make some choices. One of the choices counselors are encouraged to make is to develop a broad based system. Get people to jobs as quickly as possible rather than doing lots of job seeking skills, lots of job clubs, lots of individual marketing, or lots of visits to employers. This doesn't mean that the other activities are less

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important. It means that an efficient system generates more success for clients than skills-building per se.

Interviews generate job offers. Interviews are the one aspect of a system that will lead to jobs. This does not necessarily mean sitting down in the personnel office for a formal 45-minute interview; but talking to an employer is what generates jobs. For persons who are disabled,as well as for the general population, roughly every seven to ten job interviews lead to a job. Now for some clients that means 40 interviews, for others that means one. If you follow a vocational rehabilitation system serving several hundred people over a year's time, this statistic holds up fairly well. So your goal should be to get clients job interviews. One of the main implications here is that you err on the side of sending a client to the interview before job readiness is certain. This does not mean that you ignore screening clients. It does mean that there is large gray area which contains those judgment calls. "Now, will I blow this for both the client and the employer if I send someone who's not ready or doesn't do well in the interview? On the other hand, I don't want to keep someone away from an opportunity." Interviews produce jobs.

The father of the job club, psychologist Nathan Azrin, operated on this idea. The belief that interviews produce jobs was the focus of all the job club activities. Azrin based his model on two major premises. First, get people to as many interviews as possible. What you are looking for is an interview not a job. Employers will turn you down for a job; but fewer will turn you down for an interview. The second premise is that clients need a lot of support when seeking jobs and we need to build up a support structure to

operate during the difficult time of the job hunt.

Myth of the ideal worker. Hiring often is not done to find an ideal worker or even done in a logical manner. One of the assumptions in traditional job placement training is that if the vocational counselor does his or her homework and the client does the homework of identifying skills and knowing the job, that the hiring process will be logical. You present a neat package to the employer. What employer can argue with that logic? But most of us deal with employers who are not always logical. This does not necessarily mean that they are not good employers. It might mean that they do not have the time, they are not trained in personnel selection, or they are not interested.

We have all probably been employers ourselves from time to time. Have you ever had your house painted or hired a plumber? In one way or another, you have been in the employment business. What you look for when you hire someone, whether it be a plumber, a painter, or a person to sell cookies, is the best person available, not the ideal person. If you have more time, you look for someone who is recommended and can do the job well at an affordable price. It does not matter that there might be 40 better plumbers. You just care that the work gets done well enough for you. When we talk about hiring in the abstract, we must be careful not to create the ideal employment candidate, one who has no limitations. In fact, hiring is not that ideal.

Advocacy as environmental modification. In an average group of clients, about 25% will interview worse than their job skills indicate. Over the last

few years, one of the new ideas in rehabilitation has been to view employer advocacy as an environmental modification. Sometimes rather than teaching interviewing skills, we need to find an employer to whom we can say, "Give this person a chance. I will tell you right now he interviews poorly." This, however, is easier said than done. Five years ago most vocational rehabilitation counselors would have said the client was not job ready because of the lack of interviewing skills. The interview was an essential part of the job, and if the client could not interview, then he or she was not job ready.

There are many ways to address the lack of this specific skill. One way to help the client mitigate the effects of a poor interview is to avoid it all together. Any personnel journal will tell you that the employment interview is the least reliable predictor of work performance. Everyone knows that, so why do it? Employers know no better way. They are comfortable with the system and it keeps personnel departments in business. The counselor needs to be aware of these facts. The process is not logical. Maybe it is reasonable to change the expectation of the employer since the interview does not predict much anyway. This might be preferable to constantly putting the client into situations where performance is poor.

Persons with psychiatric disability <u>want to</u> and <u>can</u> work. Counselors need to believe that clients who have chronic mental illness want to and are able to work. If you do not believe this, you are in the wrong line of work. Rehabilitation counselors believe people want to work. Financial disincentives are a real issue, but most people do not decide whether to work based on how much they get from welfare or Social Security.

Vocational choice. The process of job choice or the narrowing down of job options is, in fact, hypothesis testing. It is very natural to go through a narrowing process, but the only way really to learn is to try the job. I asked several vocational rehabilitation counselors how they obtained their jobs. Did they know they could do placement or be rehabilitation counselors? Most of them did not. Even if you have a masters degree in rehabilitation counseling, you do not really know that you can become a successful rehabilitation counselor. Even if you are a rehabilitation counselor, you might not want to work for vocational rehabilitation. So the process of job choice involves experimentation and is not narrowed down to only one right answer. One of the major issues in vocational counseling generally, but especially with persons who have chronic mental illness (who do not have a lot of success, who are scared, who will probably need a lot more support than you or I might) is to convince clients that they are able to choose from alternatives, to test the choice out, to return for further evaluation, and to move ahead. Hypothesis testing is the hardest part of vocational counseling. When a client comes for vocational counseling, he or she wants <u>you</u> to choose something. Then the client wants you to prove that it <u>is</u> the right choice. Job choice is often paralyzing. Most of us experienced this as we finished school. We have the fantasy that our decision is going to put us on a track that we can not get out of for the next fifty years!

Often the focus of the rehabilitation goal is wrong. There is nothing in the rules of the vocational rehabilitation system that prohibits changes in the vocational goal. If you've read the regulations, you know you <u>can</u> amend an IWRP; you can change a vocational goal. But if your supervisor says, "Well, you need some rehabs," this becomes a real issue. We should not hold the

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client hostage to our values. In fact, we need to develop some preliminary hypothesis testing.

Focusing on one goal at a time makes sense for practical reasons. That, in fact, gives you more flexibility. The more specific you are about a goal and the reasons for it, the more flexibility you have if that doesn't work out. You say, "We went here, and we are moving to the next logical step, here." Sometimes the next step might be to address a different goal not related to the first, but the progression is logical.

On the videotape you see that Sam went through a little bit of this hypothesis testing. Apparently he had come up with the idea of computers. He tested this idea out in his own head, just in passing. So you need to view the process of job choice as a process of elimination and as hypothesis testing. It is not a lot of data gathering that comes up with one choice that is honed in on by the client as the solution to everything. It is very logical and natural for people to change job choices. We all do. We should not hold our clients to different expectations and vocational development processes than those we hold for ourselves.

THE PLACEMENT PLAN

Even though the IWRP is set up to accommodate a placement plan, few people ever actually do it. A placement plan is used to organize your time and structure your own activities, and to make sure that as many people, including the client, are involved, as possible. This one sheet specifies who is going to do what, when, with whom, and when evaluation occurs. Who is going to call how many employers? How many companies are you going to look for in the Yellow Pages? When are you going to meet to discuss this?

The placement plan helps the counselor use the limited time more efficiently. We said this is what we are going to do. What did we do, what didn't we do? Who else can help?

One of the fascinating things that we discovered at our placement unit was that after 6 months the clients, even clients with whom we thought we had done well, were very disappointed in a many of the services. Clients were surprised that they had to compete on interviews with other clients. They said, "I thought you were going to get me a job. I went to an interview and five other people got hired, not me." If we secured an interview or a job by looking in the Yellow Pages and then calling, clients would say, "Well, I could have done that myself. I was expecting something different from you." We realized, however, that we had made some assumptions about how we would go about our business. Both staff and clients needed to be clear about this. So we developed a simple letter regarding what the agency would do in placement, what the client would do, and how we would go about working together. For example, the client was told that we would be using the Yellow Pages or want ads and that he or she would be competing with others from the same agency. Although some counselors believe that only one client should be sent for the job interview, in reality, it is a good idea to show employers that you have a source of potential workers. Also, the process of going for interviews can help to desensitize some anxious clients.

Knowledge about the world of work is over-rated. There are too many jobs out there for anybody to know about all of them. You can start right now and spend the rest of your life, but you still won't know enough about all the jobs that exist. There are certain kinds of jobs, however, that many clients get and it would make sense to know about these. More important

than becoming an encyclopedia of knowledge is thinking about the kind of job a client wants to do. What is important to have the client or counselor check out what is involved in the work? You may need to call up employers, for example, and find out if they will hire those with a high school degree or only those who have gone through a certain type of vocational training.

That is the way you get knowledge - with a little bit of a detective approach about some specific vocational choices. It is not a wise use of your time to try to become an expert about many different jobs. That is an impossible task. You should, however, know the difference between the service industry and the manufacturing industry. You should know about federal government employment and some of their basic jobs, and who the big employers are in your area.

Placement planning goes on throughout the rehabilitation process. Rehabilitation counselors often do not make use of employer's reports and the work history as sources of diagnostic information in order to assess a client's job functioning or job readiness. In the initial interview, counselors get more information about the exact medication level than they do about the client's previous job or why the client left. One reason for this is that employers are often reluctant to give counselors information. In spite of this we need to make a concerted effort both to contact previous employers, who are an important source of diagnostic information, and to take a much more thorough work history. This history goes beyond finding out where a client has worked.

The client does not always give functional data. The client may tell the outcome, but not the reasons for the outcome. Was he or she fired for low production or for absenteeism? People think of fired for absenteeism as a specific reason. What is your definition of absenteeism? What do you think

is too much absenteeism? I do not know what too much is. I know some employers people who would fire you for being out one day in 6 months. I know others who allow employees to take a day a month and never notice. So even knowing that a persons was fired for absenteeism doesn't reveal the functional data that rehabilitation counselors need in terms of job placement.

Why was Sam fired? He was fired for absenteeism, but no one seemed to have a big problem with his absenteeism. Was his absenteeism different than the person who was fired for being absent the same number of days because he or she decided to sleep late? In this case Sam's absenteeism raised a different issue. When you are assessing a client, know what information is useful in order to help him or her get back to work. However, there are some practical limits to this. I can tell you about counselors I have supervised who would be willing to spend days trying to speak to the psychiatrist who treated their clients three times over 4 years ago. However, these same counselors would assume that because these clients worked a short term job at a hamburger stand 6 months ago it would not be worthwhile to check that out. They would not even give that job experience a second thought.

It is a question of intent and approach. If we are assessing work disability and work readiness, then the most accurate way to measure this is to look at the client's functioning at work. This does not mean he or she cannot change the behavior; but the best assessment data available is previous performance in a similar environment. What is more environmentally specific to a client's role as a worker than to assess the client's capacity to be a worker. I would venture to say that work in a hamburger stand often tells more about a person's work behavior than their functioning at a rehabilitation facility. Even when we do an evaluation and get some good assessment data,

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no vocational evaluator is going to say that there is an exact match. An evaluator says, "I can give you some information about the person's ability or the person's interests. I can't really give you environmentally specific information about how this person is able to use those abilities, or how that interest is going to play out. You get that from a real work environment."

REHABILITATION AND MENTAL HEALTH PERSPECTIVES

Rehabilitation counselors view work as a means for clients to maintain and regain their health, not as an activity to pursue after health is regained. Now once again, the vocational rehabilitation system imposes some limits on that, but the point is a rehabilitation counselor believes that productivity is important. Sometimes people need to be productive or to feel productive before they are able to comply with treatment. In other words, treatment compliance should not be the prerequisite to getting a job. If you have a history of treatment compliance as the main issue in losing jobs, then that is different. But too often we get into a sequential process that says you need to do this and this before we'll get you a job. Sometimes the client needs to work on feeling productive, whether in a job, in a workshop, or in a supported work experience, before he or she is able to work on other problems. S.7 S.8

The other issue which relates very much to job placement, is that rehabilitation counselor believe in the technique of hypothesis testing. We believe that you gather some data, you try it out in vivo, and then you use what you learn to move ahead. That is different than in traditional medicine where the emphasis is on technology and cure. Our goal is to put safety nets around that hypothesis testing process and help the client obtain data he or she can use to make intelligent choices. Ultimately we ask the client to take

some risks. The VR system reinforces the notion that clients go through this process in a nice lockstep fashion, but we all know that does not really happen. It is important to see that the hypothesis testing process is not something we do because we don't know any better; it is something we value as a way clients learn behaviors in real situations. They do not learn behaviors because a counselor sits them down and tells them how to act. Clients learn behaviors and skills by being given information, practicing, and obtaining feedback. Then they move ahead. In this way rehabilitation functions as an adult learning process.

EVALUATING JOB READINESS THROUGH FUNCTIONAL ASSESSMENT

What data do you use to decide if a person is job ready? What kinds of information do you use? Motivation, skill level, attitude, appearance, training -- those are all things you need to know. How did the client act in past jobs? These are all useful, very specific pieces of information. The one thing that they all have in common is that they are all a client's characteristics. In other words, you define work readiness by looking at the set of characteristics the client presents.

You have all probably seen or used work readiness check lists. No one is ever work ready. The lists I've seen describe the classic ideal candidate. Rehabilitation counselors need to think about job readiness as a specific form of functional assessment. Job readiness is a dynamic that basically tries to match the client and the job and the employer. Someone is job ready for a specific job at a specific place of employment. No one is job ready to be a welder, for example. The kind of a welder and the setting need to be defined.

In Washington, D.C., many counselors deal with the federal government. Clients placed in one department and doing a good job could never get hired and could never do the job if they were in another department with another supervisor. So functional assessment in job readiness does not just get data about the client, but also involves collecting data about the employer and the job. In managing your cases it does not make sense to think of a client as job ready unless you have a specific job and a potential employer in mind. You obviously do not know every employer, but you should have a handle on the type of employers in your labor market. Most of our clients have reasonable requests. "I'd like a job - not at minimum wage. I cannot support a family on minimum wage. I need a job with medical benefits." Those are the kinds of things on which we need to focus. And to do this you need to make an assessment of the client, the job, and the employer.

The major categories of this assessment are seen in Figure 1. Job readiness is assessed by looking at the client in terms of his or her abilities, values, and tolerances; by looking at the needs and values of the employer; and by evaluating the job in terms of abilities and tolerances required.

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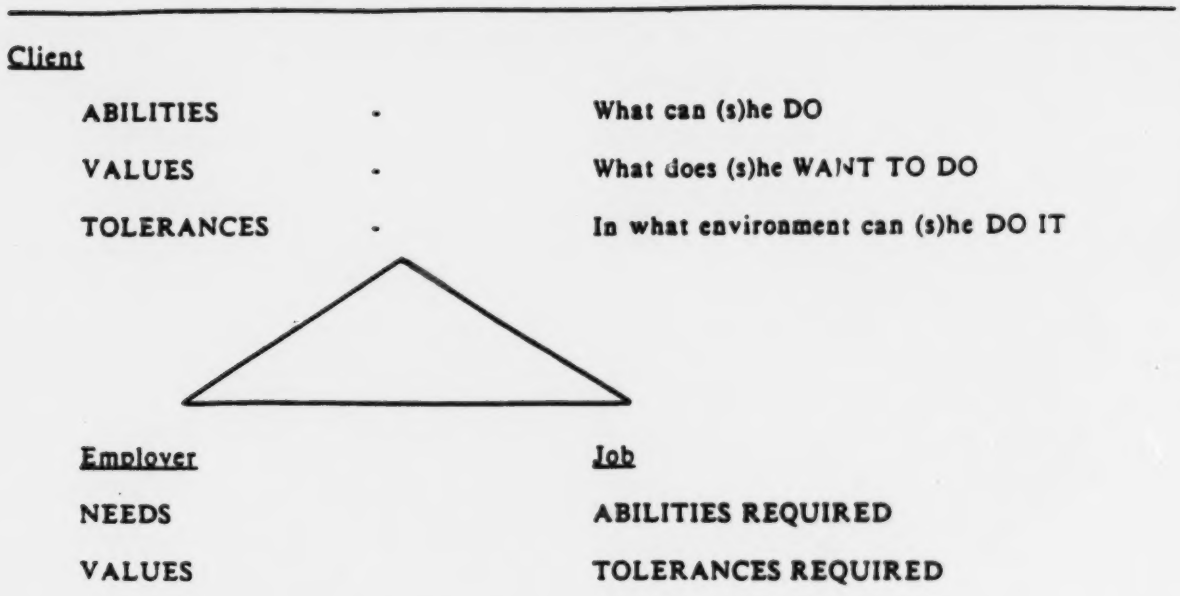

Figure 1. Assessment of Job Readiness.

The client. Ability means what the person can do. We tend to use ability as a positive factor, but I think it is a neutral factor. Ability is a measure of performance in a certain environment. We tend to use the word ability as synonymous with a lot of ability, i.e., as a measure of performance above a certain level of achievement.

Here is an oversimplified case. Suppose someone wanted to be an electronics assembler and is in a sheltered workshop producing at 20% of the norm. Many people would say that the client does not have the ability to be an electronics assembler -- the level of ability is below that required in order to be an electronics assembler. Interestingly enough, most people get placed from sheltered workshop facilities when they produce at about 60 - 70% of

the industrial norm. When you establish the competitive norm at 100%, you assume that is where the client has to function in order to get the job. If the client's ability to perform is at 20%, you could then develop a strategy to increase that person's level of ability, either through learning strategies, modeling, motivational techniques, or coercion. The point is at this stage you do not make a judgment that the client does or does not have the ability to be an electronics assembler. You measure the person's ability along a scale and then you work on skill teaching or on behavior modification. Whatever intervention strategy you use, you need to look at measuring ability along a scale and not at defining ability as performance above a certain point.

Rehabilitation counselors need to look at client values as well as client abilities. What does the client want to do? What does he or she say about work? A client has all the skills to be a dishwasher. He or she could get the job but is not interested. Often we tend to negate the importance of client values or to see values only in terms of the problems they create. We say, "If only the client weren't so picky." All the staff in my placement department were complaining about a client with a wife and three children who turned down a job at $4.00 an hour with no benefits. "Who does this guy think he is, what does he expect us to do?" I looked at them and said: "Am I crazy or are you crazy? Since I'm in charge, we're defining it as you're crazy." When they stopped and thought about it they were embarrassed. Rehabilitation counselors have placement pressures as part of their job, but they also need to be very conscious of the client's values and needs. We all have to compromise sometime and that includes clients. However, you need to respect your client's values and factor them in when you assess job readiness.

The employer. Let's move to the needs and values of the employer. Needs are simpler to define. What is the job the employer has available? What is he or she looking for? Employer values deal with attitudes. Some employers do not like disabled people. Some employers do not like black people. Some employers do not like white people. Be aware of the fact that part of the equation of job readiness has to do with the employer, not just with the job. Part of the counselor's job involves working with the employer to change (or soften) his or her values if they interfere with the client's employment chances.

The job. Finally, the specific job is evaluated. One aspect of the job deals with abilities. What kind of skills are needed to be an electronics assembler or a welder? Tolerances identify the kind(s) of environment in which the client can use the skills that he or she has and wants to use. Most of you do not have the luxury of getting an employer to change the office setting. It is important to see not only what the client can do and what the client wants to do, but also what the different environments are in which the client can function. Similar jobs are done in many different environments. You can probably all share stories about your supervisors, "I've got a hard one!"; "I've got someone who lets me do whatever I want!"; "I've got someone I like!", etc. The job is determined by not only the particular skills needed but also by where the job is done. So counselors need to look at job readiness as a dynamic that is situation specific. If somebody asks you if someone is job ready, you say, "For what job? What employer? Be as specific as possible."

Sometimes you do not have all the pieces of the puzzle and that is all

right. Our jobs require going on with uncertain knowledge. If you define job readiness totally in the bailiwick of the client, you will be very limiting to your client. You can't change anything about the client's job history or I.Q. You could probably change their way of dressing or possibly their job seeking skills. But to the extent that we focus only on the client, then all the pressure is on him or her and, in a sense, off of us. Once we add the employer and the job to the equation, it gives us more control over job readiness. Job readiness becomes something to work on and it becomes part of a functional assessment.

In summary, there is no such thing as generic job readiness. It is similar to the concept of handicap. Unless you tell me the environment, I cannot say whether John Jones is handicapped. You need data on the environment in which the client is going to function. We need to see the client not as someone who is disabled, but as someone with a work handicap. When you select sources of data in terms of deciding job readiness, you need to make sure that you concentrate on the client, the employer, and the job. We certainly should have information about the client and the job in any assessment, even though to some extent the employer is often an unknown.

Exercise 3: Marketing Sam to an Employer

The following is a role-play exercise that involves practicing marketing strategies:

(C) - Vocational Rehabilitation Counselor
(E) - Employer

(E): Well, what can I do for you today?

(C): Well, first of all, thanks very much for seeing me. I'll only take a few minutes of your time. Basically, what I'm here for is to talk to you about the janitorial positions that you have open and the reason I am here is that I work for an organization who helps employers like yourself recruit for a variety of positions including the janitorial jobs you have open. The way we go about assisting in recruiting is by hooking employers into a pool of qualified applicants that we're involved with. Our goal is to help people who have had some problems in the past in terms of working to get back on their feet, get them the skills they need to go back to work, and help them present those skills to employers. Very specifically, I believe I have a person who fits the bill in terms of the janitorial job that we spoke about.

(E): Can you tell me a little bit more about this person?

(C): Sure, I'd be happy to. He's someone who has over five years janitorial experience in 3 or 4 settings, most recently at a nursing home. He has some specific skill training both in high school and that our organization has helped him to get in terms of basic janitorial skills, in terms of the mopping, the sweeping, the use of the various chemicals and equipment. And he's got very good work references from his previous jobs that I would be happy and he'd be happy to share with you. He's also someone that I've worked with over a fairly long period of time, so I would be able to give you a lot of the good information that I found out about him in terms of his reliability, punctuality, his willingness to work as he demonstrates by showing up to work every day.

(E): Well, I have two questions. He sounds very good but I'm a little concerned. How come he isn't here for an interview on his own?

(C): Well, he would be happy to come in to see you and that's one of the things I had hoped we would be able to arrange. But the reason I'm in is because I know about the openings you have and part of my job is to seek out openings in the community and also to make employers in the community aware of our services. So I thought I'd take the opportunity to introduce myself; but I certainly would like to set up an appointment with you and for him, and I hope we can do that before I leave.

(E): And your agency works with people with disabilities, and I'm a little concerned at this point, over what his disability might be.

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(C): Well, we work with people who have a variety of problems, whether it's medical, learning, psychiatric, whatever, whose problems have interfered with their working. What our services primarily do is to help people get the help they need to get back to working and get back to the stage where they were. I certainly have some constraints in terms of confidentiality of information as I'm sure you can appreciate from your position. However, this particular person is someone who I've known for 2 1/2 years who had had some problems that had affected his job relating to the time he was getting divorced. He had, as you can well imagine, some problems in terms of dealing with his family issues. However, one of the things we've worked on is getting him back on his feet. He's worked very hard on working things out for himself. He's demonstrated his ability to get back to work, to get some additional training. Many of the situations I've seen him in have required him to show up for work every day, to show up for appointments with me on a regular basis and all the contexts I've seen him in show him to be very reliable, show him to be very punctual. So he's someone simply who has had some problems and we've helped him in terms of the work he's had to do to put them behind him.

(E): Well, that sounds pretty good. I think that one of the problems that we have when we are thinking about people for these positions in the janitorial department is that I need to tell the supervisor that somebody is going to be pretty reliable. I've had some problems with the supervisors, because there have been people who have been incredibly incompetent or who have had various problems and have not shown up after a week or two on the job. With somebody I recommend to be interviewed by the supervisor, I like to feel that this person really has a good job background and that they sound pretty reliable.

(C): Well, this person fits the bill. Certainly reliability is one of the key things in any employee that I am sure that you look for and frankly, that I look for. One of the things that I'm very pleased about with Sam Smith is the fact that I can really tell you in very specific terms, once again, about his reliability in showing up for work on time and his ability to follow through on instructions in all situations where I've had first hand knowledge. Also, I've been able to review his references so I would be very happy to vouch for them as well.

(E): One thing I do want to say, I realize that a lot of this is confidential. But we've had some problems in the past with people on medication, psychiatric problems, and I don't know whether you can tell me this straight out, whether or not this client is on some kind of medication, or that he's being followed, if he is, because that has been a problem in the past. I'll be honest with you, we've had some problems with some of our employees before.

(C): What kind of problems have come up around that?

(E): Well, some people have been taking the medication, you know, and then they stop taking it for one reason or another, and then don't show up for work or get very abusive when they were on the job, and there's been a number of problems with that.

(C): Sam has had no problem at all in terms of showing up for work, in terms of, once again, following through on any instructions, in terms of completing training well. I will tell you even though as you mentioned it's a sensitive area, that he has sought out the help he's needed. In terms of any of the problems you've mentioned, it's not a problem that Sam has and I would have no problem recommending him, in terms of the job. It certainly hasn't come up in the situations that you talked about.

(E): Okay, okay. Anything you would like to ask me about the position?

(C): Well, I would like to know some more specifics. I read the job description and certainly don't have to waste your time going over that again but I wonder if you could give me some more specifics in terms of the particular work environment, the size of the work crew he would be working with, the hours.

(E): Well, as you know, it's a general janitorial position and it's a dayshift. It's from 8:00 to 4:00 and he actually would be working fairly independently, even though he's officially on a team. Very often people do work independently cleaning restrooms and doing just general sweeping and mopping, so he would be working independently.

(C): Well, that's good.

(E): Can he work independently?

(C): Certainly, part of the specific training that we've helped him arrange for himself and part of what we try to focus on, (many of our people are trying to help companies recruit) is that need, because a lot of jobs require following instructions but being able to carry them out independently, and Sam is one of the people who has been able to demonstrate that ability. I'm sure he would fit your particular need very well. So he wouldn't have to have a supervisor standing over him at all times, giving him instructions - he can follow things through. No, certainly, not so much because of Sam but because of your particular needs, I would assume that the supervisor in terms of the initial training would really want to make very clear to any employee, including Sam, what the particular needs are and what would be demonstrated to the supervisor and to the employee himself, that he was doing the job very well. But if the supervisor were able to demonstrate that, as I'm sure he's had to do with other employees, I think Sam is very good about following through. Certainly if it's a particular issue in terms of communicating certain kinds of information, one of the areas of expertise I have and our organization has, is helping work-site supervisors, who might not be very familiar in terms of personnel terms, in breaking down the instructions to a job in ways that are easier for people to understand, but Sam has demonstrated that ability before.

(E): If there were any problems, once, we were ready to hire Sam for a company, what could we do? Could we call you in as his counselor to come trouble-shoot a little bit?

(C): Well, first of all, I should state that based on my experience, I wouldn't expect any problems beyond the natural problems that occur with any new

employee. But if something came up that you were having a problem with, that you thought I could be helpful, feel free to give me a call. I would be happy to come right out. One of the things I would be doing normally with any of the people we help companies recruit is checking in with them over several months after they get a job to make sure things are working out okay. If you would, or the supervisor would appreciate, I would be very happy to not just check in with Sam but also with the supervisor to see if there is anything I can do. It would really be up to the supervisor.

(E): Basically, he would be working fairly independently, but he is part of a team too. How well does he work with other people? As part of his day, he'd be working with some other crew members, how is he?

(C): Sure, I understand that. Well, his previous jobs, in terms of the nursing home, and in terms of Woolworth's, have involved working in a variety of settings. Sometimes he's about the only person responsible for a floor, so he's shown no problems in either area. I'd say in looking at my own particular experience with him, certainly he's had to work with me in a team format, obviously different than what you're looking at, but he's certainly very cooperative, part of the training that we've helped him arrange for himself involves group training and group instruction in terms of janitorial work. He's, once again, performed very well, gotten very good evaluations, has gotten along very well with both his coworkers and his supervisors, so I expect that translates very well to your job.

(E): Okay, I think that's pretty much about it. The only other thing, and this is kind of a minor issue, that we've found some problems in, is that very often a lot of our people work in the janitorial department, we're kind of off the beaten track when it comes to public transportation. Any plans made on how Sam would get here? Does he have a car?

(C): Right now, Sam takes public transportation; but one of the things that once again that we assist people with is some help in terms of paying for transportation. I've researched it myself. You're certainly not right on the line, but Sam has commuted to jobs that have involved longer commutes, and longer walks from the bus stop and Sam would be very happy to do this and he's told me he's interested. Once again he's demonstrated his interests and I'm sure you'll see that when you meet him. In the future, once he gets on his financial feet again, then he'd be able to go buy an auto. He does have a driver's license.

(E): Great! I have another appointment right now and Sam sounds like a pretty good candidate and I would like to refer him to our supervisor in the janitorial department.

(C): Excellent, would I be able to make that appointment now or should I call the supervisor?

(E): Why don't you call the supervisor directly? I'll talk to the supervisor this afternoon and maybe you can give him a call tomorrow morning. Give him a call between 9:00 and 9:30. Well, thank you for coming in.

(C): Thank you for your time, Ms. Walsh.

Exercise 4: Interview Situations: Practice in Job Seeking Skills

Look over these example responses to hypothetical employer questions. Following each response is a rating and an indication of the response representing passing or full disclosure. Think of other ways to answer these questions.

1. **Why did you leave your last job?**

a. I didn't get along with my boss at all. He expected way too much of me and when I tried to complain about it he told me to leave. (Poor)

b. I didn't make a good job choice. It turned out to involve things I wasn't good at or even qualified to do. I was asked to leave and I understood. I wasn't happy in the job and I've never had that kind of trouble in previous jobs. If you check my references I think you'll find I'm qualified for this job and I was always productive in my other work. (Good, Passing)

c. At the time of my last job, I was dealing with a lot of problems around the break-up of my marriage. My work suffered and the company had no choice but to let me go. I did seek out help and I worked through the bad times. I think if you check with my employers before that point, you'll see my work record is very satisfactory. You don't have to worry about that problem getting in my way again. (Good, Full Disclosure)

2. **Looking at your work record, I see you haven't worked in the last 2 years. What have you been doing during that time?**

a. Well, I was sick so I had to go to the hospital but now my doctor says it's okay for me to work again. (Poor)

b. Well, to be honest with you I was having some family problems at home that were really affecting my job. Rather than let that go on, I decided I had to take care of one thing at a time. I sought some counseling help and with a lot of hard work I was able to resolve the problems. Now I really believe I'm ready to go back to work. For the past couple of months, I've been doing some volunteer work just to make sure of myself but I know now I can give 100% to this job. (Good, Full Disclosure)

3. **Have you ever been hospitalized for any physical or mental illness?**

a. That's none of your business. I know my rights. I don't have to answer that. (Poor)

b. I certainly don't have any problems that would interfere with my ability to do this job now, but I don't see how that specific question relates to the job. Could you tell me how it does? (Good)

4. **Why have you held so many jobs?**

a. Well, I went through a divorce. I was very depressed and my parents had to get me hospitalized a few times but the doctor says I'm okay now. (Poor)

b. I had a series of jobs at the same time I was going through a divorce. I found I kept going back to work without resolving that problem. Now I've worked on the problem, I've resolved it, and I'm currently working in a special program for people who have had these kind of problems before. You can check the high quality of my work with this employer. (Good, Full Disclosure)

c. Well, to tell you the truth, most of the jobs I had, my bosses weren't patient enough with me. You know, some people expect an awful lot from minimum wage jobs these days. (Poor, Passing)

d. Well, I wasn't sure what job area that I wanted to stick with and I thought the best way to explore possibilities was to try things out. I want to make it clear that I left all of my jobs with adequate notice and often I was one of the employees who had the longest time on the job there. (Good, Passing)

5. **Why do you feel you're ready to work now?**

a. Well, I've been evaluated as part of a program that works with people like me. My doctor and my counselor think it's okay. (Poor)

b. Well, I've worked very hard over the last two years on developing the skills I need to handle this job. I got more training in janitorial work. I worked a minimum of 20 hours a week for the last 6 months and worked without being late or missing a day and my supervisor there would be happy to provide you with a complete work reference. I've sought out help when I needed to and I've learned how to get assistance quickly when I need it before my problems get too much for me to handle. (Good)

6. **Why were you in the hospital?**

a. Well, you wouldn't believe the kinds of problems I had. Everyone thought it would be a good idea for me at the time. (Poor)

b. Well, I had problems dealing with the divorce from my wife but I decided to seek help. I got it and now I've demonstrated by being active in my rehabilitation program that I can tackle work again. I really look forward to showing you I can do that job. (Good)

7. **This job involves a lot of stress. Would this be a problem for you?**

a. I don't think so. What kinds of stress? I'll give anything a shot. (Poor)

b. Not at all. I worked very hard in controlling my emotions well and I've succeeded. I've demonstrated by the work I've done on a daily basis in my

rehabilitation program and the effort I expended to get myself back to being able to work that I can handle large amounts of stress. Feel free to check any of my references on this point. (Good)

8. Well, we work as a team here. I wonder how well you'd work with other people.

a. Well, as long as everyone is patient and understanding, I don't see any problems. (Poor)

b. Well, actually, I really enjoy working on a team and all of my other jobs have involved sharing tasks with the other employees. In fact, that's one reason that attracted me to your company. Also, I had to put in a lot of hard work with lots of different people to get myself back to where I am today. I can put what I've learned in that area to good use when I become part of your team. (Good)

SESSION GOALS:

1. VALUES
2. NEED FOR ADVOCACY
3. RISK-TAKING ON CLIENT BEHALF
4. SYSTEM > SKILLS
5. PRACTICAL TIPS
6. PROMOTE DISCUSSION
7. ENGAGE "TOUGH" QUESTIONS - SPECIFIC CASES
8. EDUCATE REGARDING THE REALITIES OF MOST HIRING PROCESSES
9. YOUR CLIENTS ARE NOT SO BAD
10. NO "MAGIC"
11. CONTROL WHAT YOU CAN - DON'T SWEAT THE REST

COMMON QUESTIONS:

1. "THE WHOLE TRUTH"?
2. IF TRUTH, HOW TO PRESENT IT?
3. ECONOMIC DISINCENTIVES?
4. MOTIVATION?
5. ATTENDANCE/PUNCTUALITY?
6. JOB READINESS?

7. THE "HOPELESS CASE" - CAN YOU TOP THIS?
8. HOW MUCH TO TELL SUPERVISORS/CO-WORKERS?
9. HOW TO COUNTER EMPLOYER OBJECTIONS DUE TO:
   a) POOR AGENCY HISTORY?
   b) POOR EXPERIENCE WITH A PARTICULAR CLIENT?
   c) POOR EXPERIENCE WITH A PARTICULAR PSYCHIATRIC DISABILITY?

10. JOB SEEKING SKILLS?
11. STRESS?
12. GETTING ALONG WITH OTHERS?
13. HOW TO EXPLAIN WORKSHOP, TE, SE?
14. UNREALISTIC GOALS?
15. HOW TO DEAL WITH LOSS OF SUPPORT?

PREMISES REGARDING PLACEMENT

- PERSONS WITH CHRONIC MENTAL ILLNESS WANT TO WORK.
- PERSONS WITH CHRONIC MENTAL ILLNESS CAN WORK.
- JOB READINESS IS DYNAMIC; ON A CONTINUUM.
- VOCATIONAL CHOICE AS HYPOTHESIS TESTING.
  - SITUATION SPECIFIC ASSESSMENT DATA
  - INFORMATION GATHERING
  - NOT ONLY ONE CORRECT CHOICE
- INTERVIEWS GENERATE JOB OFFERS (1 IN 7).
- MYTH OF THE IDEAL WORKER.
- EMPLOYER RELATIONS ARE A MEANS NOT AN END.
- ACTION + WORDS = VALUES

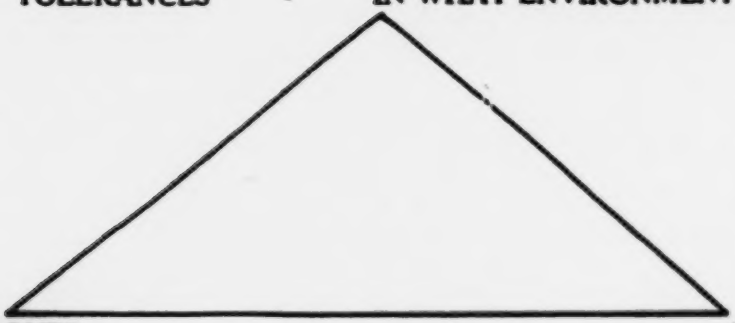
REHABILITATION PRINCIPLES

- PRODUCTIVITY IMPORTANT TO PHYSICAL AND MENTAL WELL BEING
- PERSONAL CONTROL AND RESPONSIBILITY (ONCE GIVEN MEANINGFUL OPTIONS)
- PLATEAUS
- PERSON AND ENVIRONMENT
- HOPE AND SUPPORT

ASSESSMENT AND JOB READINESS

CLIENT

ABILITIES	-	WHAT CAN (S)HE DO
VALUES	-	WHAT DOES (S)HE WANT TO DO
TOLERANCES	-	IN WHAT ENVIRONMENT CAN (S)HE DO IT

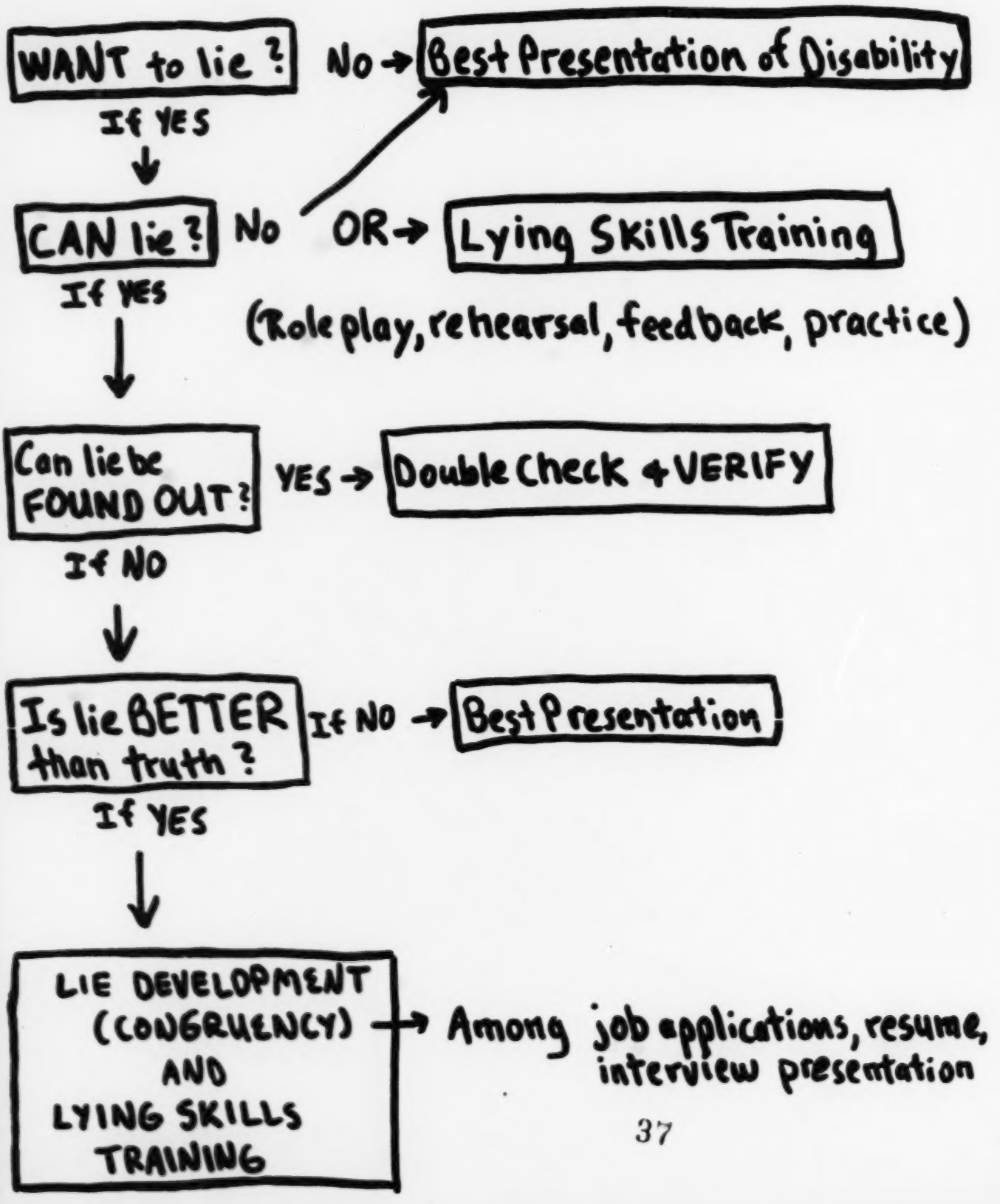


EMPLOYER	JOB
NEEDS	ABILITIES
VALUES	TOLERANCES

CLIENT-CENTERED APPROACHES

1. SCREEN IN, NOT OUT
2. SUPPORTS
3. JSS-JOB CLUB, PLUS
   - PRE-WRITTEN APPLICATION
   - LIST OF 3-5 ASSETS
   - DON'T VOLUNTEER NEGATIVE INFORMATION
   - "YES, BUT. . ."
   - STRESS CONTROL - 1ST PERSON & ACTIVE VERBS
   - PAST PROBLEMS VS. PRESENT CAPABILITY
   - FOLLOW-UP PHONE CALL
4. "PASSING" VS. "OPEN"
5. PREVENTIVE FOLLOW-UP

LYING DECISION TREE


WANT to lie?
No → Best Presentation of Disability
If YES
CAN lie?
No OR → Lying Skills Training
If YES
(Role play, rehearsal, feedback, practice)
Can lie be FOUND OUT?
YES → Double Check + VERIFY
If NO
Is lie BETTER than truth?
If NO → Best Presentation
If YES
LIE DEVELOPMENT (CONGRUENCY) AND LYING SKILLS TRAINING
→ Among job applications, resume, interview presentation

DEALING WITH A PSYCHIATRIC DISABILITY

- STRESS POSITIVE ASPECTS OF CURRENT FUNCTIONING
- DON'T VOLUNTEER NEGATIVE INFORMATION
- AVOID MEDICAL TERMS OR JARGON
- CONNECT DISABILITY WITH SIGNIFICANT LIFE EVENT
- DESCRIBE CLIENT IN TERMS OF QUALIFICATIONS FOR JOB, NOT DISABILITY
- STRESS CLIENT'S CONTROL
- PAST PROBLEM VS. PRESENT CAPABILITY
- CLIENT PATHOLOGY ≠ CLIENT WORK SKILLS

ON-THE-JOB TRAINING WORKS FOR US AND YOU

YOU GET:

- A PRE-SCREENED MOTIVATED SKILLED WORKER TRAINED TO YOUR OWN SPECIFICATIONS
- PAYMENT FOR YOUR COMPANY'S SERVICES AS A TRAINER
- TARGETED JOB TAX CREDIT FROM THE TIME THE OVR PAYMENT ENDS
- BACK-UP AND SUPPORT SERVICES FROM OVR AT YOUR REQUEST

HELPFUL HINTS FOR MORE EFFECTIVE PLACEMENT

1. STRESS KNOWLEDGE OF CLIENT, BOTH WORK SKILLS AND PERSONAL QUALITIES.

2. SUPPORT AND FOLLOW-UP AVAILABLE TO EMPLOYER AS WELL AS CLIENT.

3. TALK UP "PERSONAL SERVICE" -- FREE RECRUITMENT AND SCREENING.

4. ASK HOW EMPLOYER USUALLY HIRES PEOPLE.

5. DOES THE EMPLOYER PROVIDE ON-THE-JOB TRAINING?

6. FIND OUT EMPLOYER'S NEEDS IN TERMS OF HARD-TO-FILL JOBS, HARD-TO-FIND PEOPLE.

7. STRESS PLACEMENT SUCCESSES. DESCRIBE OTHER CLIENT SUCCESSES.

8. ASK EMPLOYERS ABOUT AFFIRMATIVE ACTION CONCERNS.

9. STRESS CONTINUOUS CONTACT WITH AND COMPREHENSIVE KNOWLEDGE OF CONSUMERS AND CONSUMER-ORIENTED ORGANIZATIONS.

10. MENTION OTHER WORK PROGRAMS AVAILABLE-OJT, TEP, SUPPORTED EMPLOYMENT.

11. MENTION TARGETED JOBS TAX CREDIT.

12. ASK FOR REFERRALS AND PERMISSION TO USE EMPLOYER AS A REFERENCE.

13. ADVERTISE YOUR PRODUCT - BROCHURES, MEDIA.

14. BE WHERE THE EMPLOYERS ARE.

15. CONTACT LOCAL CIVIC ORGANIZATIONS.

SOME SPECIAL CHARACTERISTICS OF SE PROGRAMS FOR PEOPLE WITH SEVERE PSYCHIATRIC DISABILITIES

1. THE ISSUE OF STIGMA WITH THE ATTENDANT GREATER NEED FOR EMPLOYER ADVOCACY.
2. THERE IS OFTEN PERSONAL DISCOMFORT ON THE PART OF THE PROVIDER STAFF.
3. PEOPLE WITH PSYCHIATRIC DISABILITIES PROBABLY HAVE A GREATER SENSE OF LOST POTENTIAL.
4. GREATER WORRY ABOUT LABELING.
5. PARENT EXPECTATIONS CAUSED BY GUILT AND SOCIAL STIGMA.

QUALITY SERVICES IN SE FOR PEOPLE WITH PSYCHIATRIC DISABILITIES

1. INTEGRATION AND VISIBILITY
2. NON-STIGMATIZING SUPPORT
3. PREVENTION, NOT REMEDIATION, IS THE KEY.
4. COMPREHENSIVE INVOLVEMENT WITH PROVIDER FOR OTHER THAN SE.
5. REHAB PLANNING IS COMPREHENSIVE IN NATURE.
6. COOPERATION AMONG SERVICE PROVIDERS.
7. ACTIVE INVOLVEMENT OF CLIENT AND SIGNIFICANT OTHERS.
8. OPPORTUNITY FOR CAREER MOBILITY.
9. PROGRAM CLIENTS ARE THE PRIMARY CONSTITUENCY OF THE SE PROGRAM, NOT THE EMPLOYER.
10. ZERO REJECT - EASY IN AND OUT
11. OPPORTUNITY TO OPT OUT OF THE "FAST TRACK"

EFFECTIVE COLLABORATION BETWEEN VR AND MH

A. TEAMWORK - WHAT IS IT?

B. ELEMENTS OF EFFECTIVE COLLABORATION AMONG AGENCIES

1. JOINT LEARNING
2. NETWORKING
3. AVOIDING TURF ISSUES
4. VALUING MULTIPLE RESOURCES
5. ACCEPTING AMBIGUITY
6. SHARED RISK TAKING
7. CLIENT GAINS, NOT THE RELATIONSHIP ITSELF IS IMPORTANT
8. RELATE TO PEOPLE, NOT AGENCY
9. DEFINING WHOSE NEED IS BEING MET
10. APPROPRIATE VS. INAPPROPRIATE CLIENTS, "READINESS"